

Approaching assessment for VCE Food Studies

Unit 1: Food origins

Area of study 1: Food around the world

In this area of study students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food.

Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. Students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.



Key knowledge	Key skills	Outcome 1	Assessment tasks	Activities	Marks allocated
<ul style="list-style-type: none"> the factors influencing the emergence of different food systems, food products and food practices around the world the historical development of food systems, food cultures and distinctive cuisines, with a focus on one selected region other than Australia the factors that facilitated the early development of agricultural food systems, including those that enabled the cultivation of wild plants and the domestication of animals for farming hunter-gatherer food systems and how they differ from and are similar to early agricultural food systems, including the types of foods available, the potential advantages for communities, and the challenges in terms of feeding human populations patterns in the global spread of food production and the growth of trade in food commodities such as grains, tea, coffee, chocolate, salt, spices and sugar the effect of industrialisation, technology and globalisation on food availability, production and consumption. 	<ul style="list-style-type: none"> explain factors that have influenced the emergence of distinctive food cultures and cuisines throughout the world research the development of food production and food customs in one selected region other than Australia, and demonstrate the practical use of ingredients from this region compare attributes and challenges of hunter-gatherer and agricultural food systems research and explain key historical factors and developments in global food production systems identify foods that can be traced back to early cultures and demonstrate contemporary uses and recipes through practical activities apply principles of safe and hygienic food handling practices in a range of practical activities demonstrate practical skills, including organisational and technical, in relation to the preparation, cooking and presentation of food. 	<p>On completion of this unit the student should be able to identify and explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities.</p>	<p>At least one task from the following:</p> <ul style="list-style-type: none"> a short written report: media analysis, research inquiry, historical timeline, comparative food-testing analysis or product evaluation an oral presentation a practical demonstration a video or podcast. a range of practical activities, with records that reflect on two of the practical activities that use ingredients found in earlier cultures. Records can include production plans and evaluations of products or analysis of dietary intake. 	<div style="text-align: center;"> At least one of the following: <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid #ccc; padding: 5px; border-radius: 5px;">A video or podcast</div> <div style="border: 1px solid #ccc; padding: 5px; border-radius: 5px;">Short written report: Media analysis</div> <div style="border: 1px solid #ccc; padding: 5px; border-radius: 5px;">Short written report: Research inquiry</div> <div style="border: 1px solid #ccc; padding: 5px; border-radius: 5px;">A practical demonstration</div> <div style="border: 1px solid #ccc; padding: 5px; border-radius: 5px;">Short written report: Historical timeline</div> <div style="border: 1px solid #ccc; padding: 5px; border-radius: 5px;">An oral presentation</div> <div style="border: 1px solid #ccc; padding: 5px; border-radius: 5px;">Short written report: Product analysis</div> <div style="border: 1px solid #ccc; padding: 5px; border-radius: 5px;">Short written report: Comparative food-testing analysis</div> <div style="border: 1px solid #ccc; padding: 5px; border-radius: 5px;">Scientific experiments</div> <div style="border: 1px solid #ccc; padding: 5px; border-radius: 5px;">Cooking</div> <div style="border: 1px solid #ccc; padding: 5px; border-radius: 5px;">Demonstration</div> <div style="border: 1px solid #ccc; padding: 5px; border-radius: 5px;">Product analysis</div> <div style="border: 1px solid #ccc; padding: 5px; border-radius: 5px;">Creating and responding to design briefs</div> <div style="border: 1px solid #ccc; padding: 5px; border-radius: 5px;">Sensory analysis</div> <div style="border: 1px solid #ccc; padding: 5px; border-radius: 5px;">Food sampling and taste-testing</div> <div style="border: 1px solid #ccc; padding: 5px; border-radius: 5px;">Dietary analysis</div> </div> </div>	<p>Procedures for assessment of levels of achievement are a matter for school decision.</p>

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Unit 1: Food origins

Area of study 2: Food in Australia

In this area of study students focus on the history and culture of food in Australia. They look at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply. Students consider the development of food production, processing and manufacturing industries and conduct a critical inquiry into how Australian food producers and consumers today have been influenced by immigration and other cultural factors. Students conduct research into foods and food preparation techniques introduced by immigrants over time and consider the resurgence in interest in indigenous food practices, while reflecting on whether Australia has developed a distinctive cuisine of its own. The practical component complements the study of ingredients indigenous to Australia and provides students with opportunities to extend and share their research into a selected cuisine brought by migrants.



Key knowledge	Key skills	Outcome 2	Assessment tasks	Activities	Marks allocated
<ul style="list-style-type: none"> the characteristics of food production and consumption among indigenous Australians prior to European settlement, including the range of foods and flavourings available; tools and technology used; human and natural resources required; and specialist knowledge and practices the challenges encountered by the first non-indigenous settlers in striving to establish a secure and sustainable food supply the factors influencing the development of food production, processing and manufacturing industries across Australia patterns of migration to Australia and the influence of immigrants on Australian food tastes and consumption the characteristics of a selected cuisine of influence in Australia, including typical ingredients and meals; flavours and other sensory properties; methods of preparation and serving, including safe handling practices; and associated customs and celebrations trends in food practices and food subcultures in contemporary Australia, such as emerging food movements and changing social behaviours relating to food key points of debate on whether Australia has its own distinctive cuisine. 	<ul style="list-style-type: none"> identify foods and flavourings indigenous to Australia and demonstrate contemporary culinary uses explain influences in the development of Australian food production, processing and manufacturing industries identify historical patterns of Australian immigration and discuss effects on the nation's food tastes and behaviours describe a cuisine brought by immigrants to Australia and demonstrate typical preparation and serving methods through practical activities summarise and analyse current trends in food practices and food subcultures in Australia construct a point of view about the development of a distinctive Australian cuisine use equipment and techniques appropriately, apply principles of safe and hygienic food handling practices and demonstrate organisational and technical skills in relation to the preparation, cooking and presentation of food in a range of practical activities. 	<p>On completion of this unit the student should be able to describe patterns of change in Australia's food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.</p>	<p>At least one task from the following:</p> <ul style="list-style-type: none"> a short written report: media analysis, research inquiry, historical timeline, comparative food-testing analysis or product evaluation an oral presentation a practical demonstration a video or podcast. a range of practical activities, with records that reflect on two of the practical activities that use ingredients found in earlier cultures. 	<p>At least one of the following:</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid #ccc; padding: 5px; text-align: center;">A video or podcast</div> <div style="border: 1px solid #ccc; padding: 5px; text-align: center;">Short written report: Media analysis</div> <div style="border: 1px solid #ccc; padding: 5px; text-align: center;">Short written report: Research inquiry</div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid #ccc; padding: 5px; text-align: center;">A practical demonstration</div> <div style="border: 1px solid #ccc; padding: 5px; text-align: center;">Short written report: Historical timeline</div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid #ccc; padding: 5px; text-align: center;">An oral presentation</div> <div style="border: 1px solid #ccc; padding: 5px; text-align: center;">Short written report: Product analysis</div> <div style="border: 1px solid #ccc; padding: 5px; text-align: center;">Short written report: Comparative food-testing analysis</div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid #ccc; padding: 5px; text-align: center;">Scientific experiments</div> <div style="border: 1px solid #ccc; padding: 5px; text-align: center;">Cooking</div> <div style="border: 1px solid #ccc; padding: 5px; text-align: center;">Demonstration</div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid #ccc; padding: 5px; text-align: center;">Product analysis</div> <div style="border: 1px solid #ccc; padding: 5px; text-align: center;">Creating and responding to design briefs</div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid #ccc; padding: 5px; text-align: center;">Sensory analysis</div> <div style="border: 1px solid #ccc; padding: 5px; text-align: center;">Food sampling and taste-testing</div> <div style="border: 1px solid #ccc; padding: 5px; text-align: center;">Dietary analysis</div> </div>	<p>Procedures for assessment of levels of achievement are a matter for school decision.</p>